R E P O R T R E S U M E S

ED 019 507 24 VT 005 504

A REGIONAL INSTITUTE TO AID IMPROVEMENT OF INSTRUCTIONAL PRACTICES, MATERIALS AND STUDENT EXPERIENCES FOR COORDINATORS AND INSTRUCTORS OF VOCATIONAL ORIENTATION PROGRAMS. FINAL REPORT.

BY- BLAIR, MARGARET AND OTHERS
NEW JERSEY STATE DEPT. OF EDUCATION, TRENTON

REPORT NUMBER BR-7-8400 PUB DATE JAN 68
GRANT OEG-1-7-078400-2807
EDRS PRICE MF-$0.25 HC-$2.36 57P.

DESCRIPTORS- *OCCUPATIONAL GUIDANCE, *PREVOCATIONAL EDUCATION, *INSTITUTES (TRAINING PROGRAMS), *PROGRAM PLANNING, OCCUPATIONAL INFORMATION, HORTICULTURE, STATE PROGRAMS, *PROGRAM IMPROVEMENT, PROGRAM EVALUATION, HIGH SCHOOLS, QUESTIONNAIRES, PROGRAM DESCRIPTIONS, NEW JERSEY, NORTH CAROLINA, NEW YORK, PENNSYLVANIA,

APPROXIMATELY 100 EDUCATORS FROM FIVE STATES AND THE VIRGIN ISLANDS PARTICIPATED IN AN INSTITUTE TO HELP INSTRUCTIONAL AND GUIDANCE PERSONNEL IMPROVE THE VOCATIONAL ORIENTATION OF HIGH SCHOOL STUDENTS WHO ARE PREPARING TO ENTER THE WORLD OF WORK. THE AGENDA CONSISTED OF SPEECHES ON VOCATIONS, GROUP SESSIONS TO DISCUSS VOCATIONAL PROGRAM IMPLICATIONS, AND A PANEL REVIEW OF "INTRODUCTIONS TO VOCATIONS" PROGRAMS IN NEW JERSEY, NORTH CAROLINA, NEW YORK, AND PENNSYLVANIA. PARTICIPANT RESPONSE TO A QUESTIONNAIRE TO OBTAIN INFORMATION ABOUT OTHER "INTRODUCTION TO VOCATIONS" PROGRAMS AND REACTIONS TO THE INSTITUTE SHOWED THAT (1) 50 SUCH PROGRAMS WERE IN OPERATION, CHIEFLY IN NEW JERSEY AND NORTH CAROLINA, AND (2) THE INSTITUTE COULD BE IMPROVED BY EXTENDING IT BY 2 DAYS OR MORE, DEVOTING MORE TIME TO PANEL, SMALL GROUP, AND INFORMAL DISCUSSIONS, AND TO QUESTION AND ANSWER PERIODS, AND IMPROVING REGISTRATION AND HOUSING PROCEDURES. OF 73 RESPONDENTS TO A PARTICIANT FOLLOWUP QUESTIONNAIRE, 39 PLANNED TO INITIATE AN "INTRODUCTION TO VOCATIONS" PROGRAM IN 1967 AND 56 PLANNED PROGRAMS TO BECOME OPERATIONAL IN 1968. SUMMARIES OF STATE PROGRAM DESCRIPTIONS ARE GIVEN. INCLUDED IN THE APPENDIXES ARE (1) THE SPEECHES, "INTRODUCTIONS TO VOCATIONS PROGRAM IN NEW JERSEY" BY MORTON MARGULES AND "VOCATIONS AVAILABLE THROUGH HORTICULTURE" BY R.J. SEIBERT, (2) THE QUESTIONNAIRES, (3) THE INSTITUTE AGENDA, AND (4) A LIST OF PARTICIPANTS. (FS)

BR-7-8400
P.A. 24

ED019507

FINAL REPORT

Project Number: 7-8400 -24
Grant Number: OEG-1-7-078400-2807

A REGIONAL INSTITUTE TO AID IMPROVEMENT OF INSTRUCTIONAL PRACTICES, MATERIALS AND STUDENT EXPERIENCES FOR COORDINATORS AND INSTRUCTORS OF VOCATIONAL ORIENTATION PROGRAMS

January 1968

VT005504

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

FINAL REPORT

Project Number: 7-8400
Grant Number: OEG-1-7-078400-2807

A REGIONAL INSTITUTE TO AID IMPROVEMENT OF INSTRUCTIONAL PRACTICES, MATERIALS AND STUDENT EXPERIENCES FOR COORDINATORS AND INSTRUCTORS OF VOCATIONAL ORIENTATION PROGRAMS

Dr. Margaret Blair, Director
Introduction to Vocations
and
Mr. Harold R. Seltzer, Supervisor
Introduction to Vocations
with the assistance of
Mr. Gerald Unkel, Professional Aide

State of New Jersey
Department of Education
Division of Vocational Education
Trenton 08625

January 1968

The research reported herein was performed pursuant to a grant with the Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

TABLE OF CONTENTS

	Page
Purpose of the Institute	1
New Jersey Report of Introduction to Vocations	2
North Carolina Report of Introduction to Vocations	3
New York Report of School to Employment Program	5
Pennsylvania Report of Introduction to Vocations Type Programs	6
An Analysis of the Questionnaire at Longwood Gardens, May, 1967	8
A Summary of the Follow-Up Questionnaire of September, 1967	11
Conclusions	12

APPENDIX

A. Sample Questionnaire for May 9, 1967

B. Sample Cover Letter Sent with September 19, 1967 Follow-Up Questionnaire, the Questionnaire and the Numerical Report of the Returns

C. Personnel and Site Facilities

D. Institute Working Agenda

E. Keynote Speech by Mr. Morton Margules

F. Vocations Available Through Horticulture. Speech by Dr. R. J. Seibert, Director, Longwood Gardens, Kennett Square, Pennsylvania

G. Financial Statement

H. List of Participants

A REGIONAL INSTITUE TO AID IMPROVEMENT OF INSTRUCTIONAL PRACTICES, MATERIALS AND STUDENT EXPERIENCES FOR COORDINATORS AND INSTRUCTORS OF VOCATIONAL ORIENTATION PROGRAMS

The purpose of this Institute was to help instructional and guidance personnel improve the quality of vocational orientation, instruction and experiences for "terminal" students having a range of special needs, and to assist interested educators in implementation and programming.[1]

Institute objectives and procedures included:

1. Studying prepared materials used in New Jersey, North Carolina, and other states.
2. Improving materials and instruction through work sessions and consultants.
3. Stimulating adequate educational provisions for high school students entering the world of work.
4. Providing an experience for educators at a location which in turn may be used as an occupational demonstration area for students.
5. Compiling a report for dissemination.

"Terminal" students need occupational awareness opportunities. The New Jersey Pilot Program, Introduction to Vocations, was designed in 1965 to encourage this. Representatives of four other states similarly presented related efforts. These were analyzed and discussed. Dissemination and stimulation of improved practices and approaches were sought.

This Institute was a response to broad regional interest expressed by educators in New Jersey, Pennsylvania, New York and Delaware for implementing curriculum development and guidance geared to meet today's student need for tomorrow's world of work. On May 9 and 10, 1967, educators from five states convened at

Longwood Gardens, Kennett Square, Pennsylvania to confer on vocational orientation programs. The Institute was made possible by a special grant of $9,085 from the Federal Government. On Tuesday evening, May 9, 1967, the Institute opened. Dr. Margaret Blair, the Institute Coordinator and Dr. Bernard A. Kaplan, Director for Ancillary Services, Division of Vocational Education, the New Jersey State Department of Education, presented greetings to those attending.

A panel, consisting of supervisors from the four representative states, Mr. Harold Seltzer, State Department of Education of New Jersey; Dr. Edward Smith, State Department of Education of Pennsylvania; Mr. Charles Savitzky, Project STEP of New York; and Mr. Tommie Stephens, Department of Public Instruction of North Carolina, reviewed for the participants existing programs in their state which could be categorized as an "Introduction to Vocations" program or approach. The theme of the discussion was "Introduction to Vocations Programs and Their Implications for Tomorrow's Employment Bound."

New Jersey: Mr. Harold Seltzer, speaking of New Jersey school's programs primarily on the 9th grade level, depicted Introduction to Vocations as a pilot program organized as an integral part of student's overall education and the school guidance program. It is designed to aid students in gaining occupational awareness. It seeks to give pupils a better foundation for later career and educational program choices. Emphasis in this program is placed on short-term, manipulative, exploratory experiences on a cycling basis. This cycling includes units in a minimum of four areas: Industrial Arts, Home Economics, Business Education, and Science. A cycle is a period of two or three weeks duration, based upon one period per day. The time allotments are very flexible and may vary with the needs of the individual, the group, and the availability of facilities. In each cycle, the teacher of the discipline will expose the

students to the manipulative and informational units pertinent to the occupational area. Field trips, speakers from business and industry, films, filmstrips, occupational literature, and individual and group guidance have been utilized effectively within the cycling units to enhance and strengthen pupil awareness.

A typical arrangement of cycling would be the following: Introduction, Wood Shop, Metal Shop, Graphics, Mechanical Drawing, Auto and Power Mechanics, Electronics, Economics of Industry, Foods, Clothing, Science Laboratory Techniques, Business Education, Health Services, and Evaluation.

This arrangement is flexible and may be adjusted to meet individual school and student needs.

The program is made possible through section 4(a) of the Vocational Education Act of 1963 which provides 50% of the funding for experimental and demonstration projects. Additional funds are provided by the State and the local school districts. First year grants up to $10,000 per school have been possible for these programs.

Evaluations have shown that manipulative experience opened many new doors for pupils, and gave them a wealth of information about occupations. Students began to develop a sophistication in their questioning, and for many, goal motivation began to emerge. The field trips, job visitation days, and speakers coming to the classroom were universally stimulating for both student and teacher. Many pupils have gained in self-respect as a result of their successes and have developed more realistic aspirations.

North Carolina: Mr. Tommie N. Stephens, speaking of Introduction to Vocations programs in North Carolina, discussed a statistical need for such a program. It was found in 1959, out of one hundred fifth graders, by the end of the 12th

grade, 48 dropped out and 52 graduated from high school. Out of these 52 graduates, 19 continued on to higher education leaving a total of 81 entering a variety of occupations.

In an attempt to orient these students to available occupations, a grant of $1,5000,000 was appropriated for a pilot program and matched by the State at $4.5 to $1 for a total of approximately $8,250,000 or $514 per student. The pilot program is primarily conducted on the 9th and 10th grade level as an elective program for boys and girls of all ability levels. The opinion is that academic ability or goal should not affect whether or not this course is elected.

The primary purpose of the program is to give the students a look at the world of work and to help them develop a procedure for planning their occupational or educational future.

There are basically six units in the program. The first six weeks are devoted to relating the student's own personal characteristics to occupations; to look at jobs and see how their qualifications and interests can be of aid in selecting an occupation. Other units include, American Economics as related to occupations, Exploring the Manual and Mechanical Occupations, Clerical Service and Sales Occupations, Professional, Technical and Managerial Occupations and a unit on Evaluating and Planning Ideas. The two types of programs currently in use are:

1. The full-time program - where one instructor teaches Introduction to Vocations four to five one hour periods daily as his full-time assignment
2. The part-time program - where any qualified vocational teacher may teach one course of Introduction to Vocations as a supplement or substitution to his regular assignment. Currently there are 229 participating teachers in the North Carolina Introduction to Vocations programs; 161 of them full-time. Enrollment in the programs has increased in 1966-67,

to 16,062 students.

New York: Mr. Savitzky, speaking of the New York's School To Employment Program (STEP) stated that STEP promotes a new "attitude" designed to aid the "disadvantaged" student. The term disadvantaged, as defined in this program, does not necessarily infer that the student is poverty-stricken or in dire need of money. Nor does it mean that the student's IQ is below the average. On the contrary, in the STEP program there is a large overlapping of IQ's. STEP is trying to aid the student who has thus far gone through school feeling that teachers were not interested in him; and who had not been "reached" either socially or academically.

STEP is a new cooperative work experience program in which the student attends regular classes for half a day. Two daily periods are included which emphasize job orientation in the subject matter and, in the afternoon, on a daily basis, the student goes to work. He receives graduation credit for his studies as well as his afternoon job experience providing he performs satisfactorily. He receives an hourly rate on his afternoon job.

STEP emphasizes information feedback as educational reinforcement. The afternoon employment is not an appendage to the school program. It is considered an integral part of the school day producing feedback into the classroom situations the following day.

On-the-job responsibility is also emphasized. Often students do not know what job responsibilities encompass, or they are afraid to face them. The job of the STEP program coordinator is to make it known that he is willing to help the student; to identify and explain responsibilities and to encourage self-confidence and wholesome attitudes. It is of prime importance that a solid rapport develops between the student and the coordinator since the latter represents a bridge; the media of information transfer; the "friend".

An important aim of the STEP program is to show students that there is dignity in work. This is a difficult problem but it is solved by frank discussions. He is confronted with what society expects from him as well as with what he can expect from society.

In the STEP program, teachers strive to have the student experience success and to feel he is an important member of a program that is unreservedly interested in him.

Pennsylvania: Dr. Edward Smith of Pennsylvania related that there are approximately 550 school districts in the state totaling about 1,000 high schools. There are not, however, many state-wide programs or projects resembling the Introduction to Vocations approach.

The programs in operation are broad-based types of educational approaches which include instruction and guidance to sensitize students to the decision-making process. This is done so that they are better equipped to look at the alternatives and make decisions with reference to their individual experiences and qualifications.
Local District Programs in Pennsylvania described included these:
Philadelphia - Room to Grow program--is similar to New York's STEP approach on an elementary level--designed for the highly urbanized center of Philadelphia.

The Penn Hills project is a problem centered approach integrating occupational information into the required curriculum for all junior high school students.

State Programs in Pennsylvania are these:

1. Cooperative Guidance Projects: This is a service available to all local districts submitting proposals. The staff offers counseling and advisory services to local districts while collecting and disseminating program information on a state-wide basis.

2. Staff Development Projects: These sensitize counselors to career development theories and career determinants so they can aid students in their decision-making problems.
3. SAVIS Program: Self Administration and Vocational Information System pioneered by the Appolachia Educational Laboratory, Tenn. It is being developed in 2 test sites.
4. Multi-Media Approaches: Disseminating of occupational-educational information (in Pittsburg).
5. Computer-assisted program for retrieval of occupational information to be used by local school districts in cooperation with Penn State University.

Occupational awareness programs or approaches in Pennsylvania strive to increase the degree of inter-relatedness between the school's academic instruction and its occupational instruction. These programs endeavor to eliminate negative biases and premature occupational stereotypes which students often develop. Primarily all efforts are aimed at getting students to face the ultimate reality---change.

Longwood Gardens Institute: An Analysis of the Questionnaire

During the last meeting of the Institute, a questionnaire was distributed and completed by the participants. This questionnaire served as an information feedback vehicle for reactions to the Institute itself as well as for data about the other Introduction to Vocations-type programs currently in progress in various school districts.

A total response from all of the approximately 100 participants was not received on every question. For this reason, the statistics herein presented are only approximate.

Fifty participants reported an Introduction to Vocations-type program in operation. These programs are largely concentrated in New Jersey and North Carolina. A smaller percentage of occupations-type programs were reported by the other three states. Ten percent of the 50 programs operate at 9th grade level and have been operating for 1 to 1½ years. Another 10%, also operating at the 9th grade level, have been in existence for two to five years. Approximately 15% were on the 10th to 12th grade level and have been operating two to five years.

It was reported by a majority of participants not having Introduction to Vocations or occupations programs, that they can see the value of these programs especially on the 9th and 10th grade level and particularly for the non-academic, terminal or potential dropout student.

Specific responses commenting on the personal value of the Institute to the participants or to their school district include the following: The Institute --

1. Provided an opportunity for comparison of ideas and acquisition of new ideas for program improvement.

2. Presented information about programs of other states and illustrated how an Introduction to Vocations-type program is filling an important gap in the education of youth.
3. Supplied important information on funding and initiation of new programs.
4. Helped to communicate relevant problems and possible solutions.
5. Gave new information concerning curriculum developments designed to help meet students' needs.

About 70% of the participants reported positive changes in their outlooks regarding the school's role in teaching occupational awareness. Explanations given revealed that the Institute brought out:

1. Realization of a greater need for Introduction to Vocations programs or occupational information throughout the curriculum, especially at the junior high school level.
2. Awareness that many schools are not achieving an important objective of education, i.e., to prepare the student for his role in society.
3. Realization of the importance of staff and administrative attitudes towards programs of this type.

A number of questions were asked of the participants with respect to how the Institute could be improved. General opinions were:

1. The Institute should be lengthened by one full day.
2. More time should be devoted to small group and informal discussions.
3. The field trip was well organized and pertinent to the purpose of the Institute.
4. There was not enough time to meet informally with other participants.
5. The speakers were adequate and the topics satisfactory; however, panel discussions could have been organized to give opposing views, and

speeches could have been more concise and specific.

6. The "give away" materials were very helpful and informative. They caused positive motivation for exploration in many cases.
7. The presentation of slides was good, but would have been improved with an accompanying narration.
8. Registration procedures were adequate but could have been improved, and more spacious facilities were needed. Others suggested an earlier registration time or a pre-registration.

Generally, four basic suggestions for improvement could be drawn from the information gathered. These were:

1. More panel or small group discussions to explore various areas and to solve individual problems.
2. Better organization and arrangement of housing accommodations and dining facilities - all participants in one central location.
3. The Institute should be held for two full days or more.
4. Additional time for question and answer periods.

Some of the questions raised by the participants during the Institute were:

1. What is industry's opinion of the Introduction to Vocations program? Could they be invited to participate in the Institute?
2. Could a bibliography of available materials, course guides, or audio-visuals from the various states be compiled? What would these cost?
3. Could presentations covering one or more working programs be presented in depth? Could a field trip to an operating program be organized?
4. Can we get more information on classroom and administrative techniques?

5. Can an orientation program be organized to give parents an idea of what students enrolled in an Introduction to Vocations program will be experiencing?
6. Should Introduction to Vocations-type programs be started in the early grades, or is it more appropriate on the junior high school level?
7. Is Introduction to Vocations effective in a non-industrial community?
8. How can we gain acceptance for Introduction to Vocations-type programs from administrators and academically oriented educators?
9. Are guidance counselors aware of Introduction to Vocations objectives and results? Perhaps they should be invited to such Institutes.

A summary of a follow-up questionnaire, mailed to all participants in September, 1967, produced the following response. (Additional details are included in Appendix, B.)

- Thirty-nine of the 73 responses indicated plans to initiate an Introduction to Vocations type program in September, 1967. Fifty-six are processing plans for September, 1968.
- Questions relating to current and anticipated "back home sharing" had more than 60 affirmative responses.
- That there is recognizable difference between this type of Introduction to Vocations program and the "old" occupation courses was shown by 63 "yes" answers.
- There was almost 100% agreement that field trips and speakers from business and industry are either currently being used or were anticipated as an important part of the curriculum.
- Sixty-five responses showed that this type of program would prove significant in the development of good citizenship and self-understanding.
- Sixty-eight of the replies indicated affirmation that the meetings and discussions were helpful. Forty-six replies indicated that the total group meetings were most helpful while 33 gained most from discussions during the luncheon and tour.

- An average of 53 of the 73 returns responded affirmatively to introducing the program to administrators, co-workers and guidance in Introduction to Vocations type programs.

Without doubt, the above indicates the Institute was a most worthwhile endeavor. It further points up distinct areas of need: gaps in the curriculum for the employment-bound pupil; a definite need for additional in-service experiences and resource provisions for educators of two types: (a) those interested and presently engaged in such programs; and (b) those who are not aware that such programs are underway. Other needs that seem evident from the above summary of returns are: A National Institute to provide information throughout the nation as well as additional information about human development and curriculum utilizing this knowledge.

CONCLUSIONS

Many verbal statements declaring interest in a National Summer Institute for 1968, further emphasized the need for the development of this type of education for the students of today. One speech in North Carolina and two requests for speeches so far in Pennsylvania, all direct results of the Institute, point up interest in dissemination of Introduction to Vocations information.

Other questions and responses to the questionnaire indicated a need for more time to clarify techniques and procedures used to implement existing programs. It was also brought out that better communication between participants could be established over an extended period of time. This would result in the formulation of more realistic approaches to student needs.

As a direct result of the Institute, over 80% of the responses pointed to a need for additional training, and to sensitizing local, state and administrative personnel concerning vocational opportunities, for additional research about human development; for changes and additions in guidance programs; for inter-involvement of the academic and vocational staff members and for adaptation of the Institute materials at the local level.

As a result of attendance at the Institute, 13 participants indicated using new audiovisual equipment, 27 people created new, occupationally-related bulletin boards or displays, 44 improved instructional practices, 38 made changes in the instructional materials, 46 changed student experiences, 36 implemented new programs, 29 implemented curriculum changes with administrators and 36 effected changes with co-workers.

Sixty of the 73 replied they were stimulated to provide more adequate educational exploration programs for high school students entering the world of work. Sixty-three reported that the "give-away" materials assisted them in their planning. Possible techniques for motivation of individual students were seen by 65. Fifty-nine saw implications for involvement of business and industry in curriculum as a result of the Institute.

The following appendixes contain the questionnaire used at Longwood Gardens, the letter and the Follow-Up Questionnaire with the statistical returns, the personnel and facilities, the Institute Working Agenda, the speech by Mr. Morton Margules, the speech by Dr. R. J. Seibert, the financial statement and the list of participants.

We do not presume to speak for every participant when we state that the Institute was a most worthwhile experience. A majority of the responses on both questionnaires indicate that this is true. Certainly for those of us involved in preparing, conducting and evaluating the Institute, it was an exceptionally stimulating and meaningful learning situation. We are eager to do more to share ideas and to promote additional workshop experiences so that we may both increase in knowledge and skills about more realistic education for young people and simultaneously improve occupational information and opportunities for students.

APPENDIX A.

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
TRENTON, 08625

AN INSTITUTE TO AID IMPROVEMENT OF INSTRUCTIONAL PRACTICES, MATERIALS, AND STUDENT EXPERIENCES FOR COORDINATORS AND AND INSTRUCTORS OF VOCATIONAL ORIENTATION PROGRAMS IN FOUR EASTERN STATES.

May 9, 1967

NAME: _____

ADDRESS: _____ PHONE: _____

POSITION: _____

1. Type of school or institution represented:

_____ Comprehensive
_____ Vocational
_____ Regional or Consolidated
_____ Other (Explain)

2. Prior to this Institute were you aware of the on-going experimentation taking place in pilot programs with regard to occupations?

Yes _____ No _____. Explain briefly: _____
_____
_____
_____

3. What is your purpose for attending this particular Institute? _____
_____
_____
_____
_____

APPENDIX B.

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
TRENTON 08625

September 19, 1967

Dear Participant:

On May 9 and 10, 1967 one hundred and two (102) state and local district educators convened at the beautiful Longwood Gardens, Kennett Square, Pennsylvania to participate in an educational Institute funded by the Office of Education, Bureau of Research, Washington, D.C. 20202. This project was sponsored and conducted by the Division of Vocational Education of the New Jersey State Department of Education.

Included in the group were 27 educators from New Jersey, 21 from New York State, 21 from Pennsylvania, 26 from Delaware, 6 from North Carolina and one from the Virgin Islands. What had started out to be a four-state conference actually had representatives from five states and one United States Territory.

This group gathered to study Vocational Orientation Programs. Two of the states, North Carolina and New Jersey, already had started pilot programs in Introduction to Vocations. The aim of the initiator of the Institute was to encourage, to stimulate and to aid the improvement of instructional practices, materials and student experiences through state and local educators who work with and for the students who will enter the world of work.

The original proposal indicated that a follow-up questionnaire would be administered in September, 1967 with the results included in the final report to Washington. This questionnaire is attached. Your cooperation in completing this will be most sincerely appreciated.

Margaret Blair, Director
Introduction to Vocations

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
TRENTON 08625

Follow-up Questionnaire for Participants of

AN INSTITUTE TO AID IMPROVEMENT OF INSTRUCTIONAL PRACTICES, MATERIALS AND STUDENT EXPERIENCES FOR COORDINATORS AND INSTRUCTORS OF VOCATIONAL ORIENTATION PROGRAMS IN FOUR EASTERN STATES

Name _____ Date _____

Position Title _____

In order that we may complete the reports for the above titled Institute concluded last May 9 and 10 at Longwood Gardens, will you please check the appropriate response box and return the questionnaire in the enclosed, addressed envelope? We would appreciate receiving your reply by October 1, 1967.

GENERAL	Yes	No
1. Did your school district or the area for which you are responsible already have an Introduction to Vocations type program?	☐	☐
2. Is your school district or the area for which you are responsible currently initiating an Introduction to Vocations type program for the 1967-68 school year?	☐	☐
3. Is your school district or the area for which you are responsible planning to offer an Introduction to Vocations type course in September 1968 or later?	☐	☐
4. Have you been able to do any "back home sharing" or initiating of Introduction to Vocations type programs?	☐	☐
5. Do you anticipate having the opportunity to do any "back home sharing" about the Institute during 1967-68?	☐	☐
6. Are any local or state program modifications underway or anticipated as a result of your attendance at the Institute? (If yes, please attach a brief statement).	☐	☐
7. In your opinion is there a difference between Introduction to Vocations type programs and the "old" occupations courses?	☐	☐
8. Did the tour of Longwood Gardens assist you in any way in preparing for occupational trips with your students or the personnel for whom you are responsible?	☐	☐

9. Previous to the Institute, did you take or encourage field trips to business and industry? ☐ ☐

10. Are you currently (this semester) taking or encouraging personnel with whom you work to take student field trips to business and industry? ☐ ☐

11. Next semester do you plan to take or encourage personnel with whom you work to take student field trips to business and industry? ☐ ☐

12. As a result of attending the Institute, are you or personnel with whom you work planning or encouraging any <u>new</u> student field trips to business and industry? ☐ ☐

13. Prior to the Institute, did you or personnel with whom you work bring in or encourage the use of speakers from business and industry to talk with students? ☐ ☐

14. Are you, at the local or state level, this semester encouraging the use of speakers from business and industry to talk with students? ☐ ☐

15. Next semester do you or personnel with whom you work plan to bring in or encourage speakers from business and industry to talk with students? ☐ ☐

16. Do you see any special sociological implications in this type of Introduction to Vocations course as it relates to the citizens in a given community and to good citizenship? ☐ ☐

17. Overall, did you gain the most information from the Institute's total group meetings? ☐ ☐

18. Overall, did you gain the most information from the Institute's discussions during the luncheon and the tour? ☐ ☐

19. In general, did you find the Institute's meetings and the discussions helpful? ☐ ☐

20. Are you attempting to interest your administrators or supervisors in developing an Introduction to Vocations type program? ☐ ☐

21. Are you attempting to interest your co-workers in an Introduction to Vocations type program? ☐ ☐

22. To your knowledge, has your guidance department at either the state or local level expressed an interest in developing an Introduction to Vocations type program? ☐ ☐

As a result of your attendance at the Institute, have you seen any need:

23. - for additional training or sensitation for local district or state personnel to various vocational opportunities? ☐ ☐

24. - for additional training or sensitation for school administrators? ☐ ☐

25. - for additional knowledge or research about human development? ☐ ☐

26. - for changes or additions in school guidance programs? ☐ ☐

27. - for inter-involvement of the academic and vocational staff members at the state or local level? ☐ ☐

28. Were you or the personnel with whom you work able to adapt any of the material disseminated at the Institute to help you in your current work situation? ☐ ☐

CURRICULUM

Has your attendance at the Institute resulted in:

29. - the use of any new audiovisual equipment? ☐ ☐

30. - creation of any new, occupationally-related bulletin boards or displays? ☐ ☐

31. - improvements in instructional practices? ☐ ☐

32. - changes in the instructional materials you are using or endorsing? ☐ ☐

33. - changes in student experiences? ☐ ☐

34. - the implementation of any new programs? ☐ ☐

35. - the implementation of any curriculum changes with your administrators? ☐ ☐

36. - the implementation of any curriculum changes with your co-workers? ☐ ☐

37. - the stimulation of a more adequate educational provision for high school students entering the world of work? ☐ ☐

38. Were you assisted in your planning by the materials which were "give-aways?" ☐ ☐

39. As a result of attending the Institute, were you or the personnel with whom you work able to see possible techniques for the motivation of individual students? ☐ ☐

40. As a result of the Institute, do you see implications for involvement of business and industry which were not apparent before? ☐ ☐

41. Please feel free to add any comments on the back of this sheet pertinent to the Institute, its objectives, and its relationship to you and your work in education.

42. Would you please attach copies of any related materials you may have developed subsequent to your attendance at the Institute?

Thank you,

Margaret Blair, Director
Introduction to Vocations
Division of Vocational Education
State Department of Education
225 West State Street
Trenton, New Jersey

AN INSTITUTE TO AID IMPROVEMENT OF INSTRUCTIONAL PRACTICES, MATERIALS, AND STUDENT EXPERIENCES FOR COORDINATORS AND INSTRUCTORS OF VOCATIONAL ORIENTATION PROGRAMS IN FOUR EASTERN STATES

As of October 31, 1967 there were 73 replies to the Follow-Up Questionnaire for 102 participants of AN INSTITUTE TO AID IMPROVEMENT OF INSTRUCTIONAL PRACTICES, MATERIALS, AND STUDENT EXPERIENCES FOR COORDINATORS AND INSTRUCTORS OF VOCATIONAL ORIENTATION PROGRAMS IN FOUR EASTERN STATES. Of the one-hundred and two questionnaires which were mailed out, 73 or 71.5% returned the requested information with the following results.

Question	Yes	No	No Answer	Total
1. Did your school district or the area for which you are responsible already have an Introduction to Vocations type program?	36	33	4	73
2. Is your school district or the area for which you are responsible currently planning to initiate an Introduction to Vocations type program for the 1967-68 school year?	39	31	3	73
3. Is your school district or the area for which you are responsible planning to offer an Introduction to Vocations type course in September 1968 or later?	56	8	9	73
4. Have you been able to do any "back home sharing" or initiating of Introduction to Vocations type programs?	60	10	3	73
5. Do you anticipate having the opportunity to do any "back home sharing" about the Institute during 1967-68?	62	5	6	73
6. Are any local or state program modifications underway or anticipated as a result of your attendance at the Institute?	16	43	14	73
7. In your opinion is there a difference between Introduction to Vocations type programs and the "Old" occupations courses?	63	2	8	73

	Yes	No	No Answer	Total
8. Did the tour of Longwood Gardens assist you in any way in preparing for occupational trips with your students or the personnel for whom you are responsible?	55	17	1	73
9. Previous to the Institute, did you take or encourage field trips to business and industry?	69	4	0	73
10. Are you currently (this semester) taking or encouraging personnel with whom you work to take student field trips to business and industry?	73	0	0	73
11. Next semester do you plan to take or encourage personnel with whom you work to take student field trips to business and industry?	72	1	0	73
12. As a result of attending the Institute, are you or personnel with whom you work planning or encouraging any new student field trips to business and industry?	52	20	1	73
13. Prior to the Institute, did you or personnel with whom you work bring in or encourage the use of speakers from business and industry to talk with students?	67	6	0	73
14. Are you, at the local or state level, this semester encouraging the use of speakers from business and industry to talk with students?	71	2	0	73
15. Next semester do you or personnel with whom you work plan to bring in or encourage speakers from business and industry to talk with students?	72	1	0	73
16. Do you see any special sociological implications in this type of Introduction to Vocations course as it relates to the citizens in a given community and to good citizenship?	65	5	3	73
17. Overall, did you gain the most information from the Institute's total group meetings?	46	24	3	73
18. Overall, did you gain the most information from the Institute's discussions during the luncheon and the tour?	33	33	7	73

	Yes	No	No Answer	Total
19. In general, did you find the Institute's meetings and discussions helpful?	68	4	1	73
20. Are you attempting to interest your administrators or supervisors in developing an Introduction to Vocations type program?	53	9	11	73
21. Are you attempting to interest your coworkers in an Introduction to Vocations type program?	54	9	10	73
22. To your knowledge, has your guidance department at either the state or local level expressed an interest in developing an Introduction to Vocations type program?	51	12	10	73

As a result of your attendance at the Institute, have you seen any need:

23. - for additional training or sensitization for local district or state personnel to various vocational opportunities?	63	7	3	73
24. - for additional training or sensitization for school administrators?	65	6	2	73
25. - for additional knowledge or research about human development?	59	9	5	73
26. - for changes or additions in school guidance programs?	64	8	1	73
27. - for inter-involvement of the academic and vocational staff members at the state or local level?	65	6	2	73
28. - Were you or the personnel with whom you work able to adapt any of the material disseminated at the Institute to help you in your current work situation?	56	13	4	73

CURRICULUM

Has your attendance at the Institute resulted in:

29. - the use of any new audiovisual equipment?	13	54	6	73
30. - creation of any new, occupationally-related bulletin boards or displays?	27	39	7	73

	Yes	No	No Answer	Total
31. - improvements in instructional practices? practices?	44	23	6	73
32. - changes in the instructional materials you are using or endorsing?	38	27	8	73
33. - change in student experiences?	46	19	8	73
34. - implementation of any new programs?	36	30	7	73
35. - the implementation of any curriculum changes with your administrators?	29	37	7	73
36. - the implementation of any curriculum changes with your co-workers?	36	29	8	73
37. - the stimulation of a more adequate educational provision for high school students entering the world of work?	60	6	7	73
38. - Were you assisted in your planning by the materials which were "give-aways?"	63	5	5	73
39. As a result of attending the Institute, were you or the personnel with whom you work able to see possible techniques for the motivation of individual students?	65	4	4	73
40. As a result of the Institute, do you see implications for involvement of business and industry which were not apparent before?	59	11	3	73

APPENDIX C. Introduction to Vocations Institute

Personnel and Facilities

Initiator:

Margaret Blair, Ed. D.
Director, Introduction to Vocations
Division of Vocational Education
New Jersey State Department of Education

Cooperating Personnel:

Kenneth M. Pfeiffer, Chief
Division of Instructional Consultation
Department of Public Instruction
Commonwealth of Pennsylvania

John C. Wilson, State Supervisor
Occupational Information and Career Services
Department of Public Instruction
State of Delaware

Russell J. Seibert, Ph. D.
Director, Longwood Gardens
Kennett Square, Pennsylvania

Harold Seltzer, State Supervisor
Introduction to Vocations Program
Division of Vocational Education
New Jersey State Department of Education

Morton Margules, Director
Pilot and Demonstration Programs
Division of Vocational Education
New Jersey State Department of Education

T. N. Stephens, State Supervisor
Introduction to Vocations
Department of Public Instruction
State of North Carolina

Facilities:

Longwood Gardens is one of the outstanding display gardens in America. It consists of 1,000 acres with year-round horticulture displays, Arboretorium, Conservatories and outdoor gardens which are devoted to outstanding displays of living plants. The beautiful main ballroom, as well as the Longwood Auditorium were opened for the use of this Institute.

APPENDIX D.

INSTITUTE WORKING AGENDA

Tuesday, May 9, 1967

6:00-7:30 p.m. Registration
Travel Expense Forms and Information
Mrs. Catherine Hoffman
Examination of "Give-Aways" and "Look-At-Only"
View Carrousel of Existing Program Slides

Introduction to Vocations Programs and Their Implications for Tomorrow's Employment Bound Students

8:00-8:05 p.m. Greetings - Dr. Margaret Blair, Institute Coordinator

8:05-8:10 p.m. Dr. Bernard A. Kaplan
Associate Director for Ancillary Services
Division of Vocational Education
New Jersey State Department of Education

8:10-9:00 p.m. Panel - Four directors: Dr. Edward Smith, Pennsylvania; Mr. Charles Savitsky, New York; Mr. Harold Seltzer, New Jersey; and Mr. Tommie N. Stephens, North Carolina

9:00-9:15 p.m. A Review of Existing Programs
"Techniques and Problems in Starting an Occupations Course"

Harold Seltzer, Supervisor
Introduction to Vocations
Division of Vocational Education
New Jersey State Department of Education

9:15-9:45 p.m. Group Sessions -

1. To develop questions from each group
2. To prepare a brief statement of any on-going program of which we are not aware of and which should be added to the information available.

Questions will be assigned to include:

1. Implications for curriculum
2. Implicatons for staff training
3. How is this type of program different from the old occupations courses?
4. Implications for administration
5. Implications of knowledge needed about human development
6. Implications for involvement and assignment of academic staff and vocational staff
7. Implications for individual students
8. Implications for industry and business
9. Social implications: Benefits to be derived by taxpapers and future citizens

Wednesday, May 10, 1967

8:30-9:00 a.m.	Registration for late arrivals
9:00-9:15 a.m.	"Techniques Essential for Field Trips to Industry or Business" Dr. Margaret Blair
9:15-9:45 a.m.	Longwood Film
9:45-10:15 a.m.	"Vocations Available Through Horticulture" (types of positions involved; salary and educational potentials in each category) Dr. R. J. Seibert, Director, Longwood Gardens
10:30-12:00 p.m.	Guides Tour --- provided by Longwood Gardens Staff to show behind-the-scene operations, illustrating some of the positions outlined in Dr. Seibert's talk.
12:00-2:00 p.m.	Buffet Luncheon - Main Ballroom Speaker - "Back Home Sharing Responsibility and Privileges: Next Steps
2:15-2:45 p.m.	Auditorium - Original Groups - re-examination and revision of questions for presentation to the total Institute assembly
2:45-3:45 p.m.	Response to questions by panelists and presenters
3:45-4:00 p.m.	Evaluation - Questionnaire - Good-By!

APPENDIX E.

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
TRENTON 08625

Keynote Speech

"INTRODUCTION TO VOCATIONS PROGRAM IN NEW JERSEY"

by

Mr. Morton Margules, Director
Comprehensive High Schools Branch
and
Pilot and Demonstration Programs

for the

Introduction to Vocations Institute
Longwood Gardens
Kennett Square, Pennsylvania
May 9 and 10, 1967

In the November 1966 issue of the American Vocational Journal, Dr. Grant Venn suggested four programs which he thought would be useful in aiding young people bridge the gap from schooling to employment. At this conference we are primarily concerned with his suggestion for the establishment of exploratory occupational programs in the junior high school.

Dr. Venn states, "These programs could be developed as part of the industrial and home economics subjects which all children take while they are in junior high school. The idea would be to provide youngsters with all kinds of information on possibilities for future education and to broaden their occupational horizons and concepts about work. At this age, students could be introduced to many varieties of jobs that are available to them, what they pay, and what future they hold. There would be no attempt to force a vocational choice; the aim would be to provide for all children a bridge from junior high school to high school vocational programs, pre-technical programs, college preparatory programs, or general programs."

Dr. Venn's charge to us is not to be taken lightly when we realize that the need for understanding the nature of work and the need to make knowledgeable educational and occupational choices may be the keys to successful human fulfillment. We know that youth in the junior high school are asked - yes, required - to make decisions concerning course selection which may set the direction - a direction that may be irreversible - for their later life's work. We know that these youth have, in the main, had little opportunity to explore and discover their capacities for various vocations, nor have they been appraised of their individual and unique potentials.

Although Dr. Venn has mentioned the two curriculum areas which usually are of an exploratory nature, there are others that can and should be part of a program of exploratory occupational education.

The time has passed when youth can allow themselves the luxury of haphazardly selecting courses without regard to their immediate and future educational and vocational objectives. Dr. Leslie J. Nason of the University of Southern California has stated, "Planning for the future always works to the advantage of teenagers. Those who work to become shoemakers or doctors or lawyers succeed better than those who drift."

Much research has been done concerning job information, job satisfaction, and occupational information education. Dr. John L. O'Brian published the research he had done for us when we first started our Introduction to Vocations Program. It is found in the Journal of Industrial Teacher Education, Spring Issue of 1966, and is entitled "Teaching for Career Development."

Dr. Robert Hoppock of New York University, who has acted as a consultant to our program in its initial phases, has also reviewed the literature. Dr. Hoppock states, "Most of these studies reveal a disturbing discrepancy between what the students expect to do and what our follow-up studies reveal that they actually do."

It would be remise on my part to neglect giving the people in the Department of Public Instruction of the State of North Carolina a tremendous thank you in appreciation for the pioneer work they did in setting up their program of Introduction to Vocations. They have been very good to us in the insights and help they have given us. I will not go into the problems of initiating this program at this time, except to point out that it was necessary to adapt that which was being done in North Carolina to the needs of New Jersey. With these things in mind, the Division of Vocational Education of the New Jersey State Department of Education sponsored pilot exploratory occupational educational programs in Introduction to Vocations.

In essence, this is a program which acquaints students with the world of work

as it concerns their particular interests, aptitudes, abilities, and skills. It is intended to be flexible so as to provide for specific student requirements. It is intended to provide insight into the education and training necessary in certain occupational clusters. It not only deals with the abstract concepts of occupational information, but also provides, as far as possible, exploratory and manipulative experiences, both real and vicarious, in particular occupational areas. By acquainting youth with many facets of the world of work, they may be able to make wiser choices of occupational goals.

Our vital problem today is to coordinate and relate all segments of the school curriculum, including industrial education, business education, home economics, and science, with the needs and potentials of young people who are non-college bound. Although the program "Introduction to Vocations" is available to all students, it is felt that emphasis should be given to the needs of those young people who are considered to be employment bound. This program is made up of units, which are designed to provide the occupational information and manipulative experiences. These units are developed in classes, laboratories, and shops.

This is how it might be done. At the beginning of the school year the informational aspect of the program would make the student acquainted with his interests and potentials through a series of interest inventories and aptitude tests. He would also be asked to write about himself and how he views his position in the scheme of things. He would portray his self-image. From this material the teacher, who, we feel, must have training in this area, and the guidance counselor would develop a profile or picture of the student's possible interests and needs.

All of this information would be made known to the student so that he would become aware of his strong points and possible avenues for further exploration. The next unit would deal with economics and the world of work. In this unit the student deals with the following topics:

Introduction to economics

Organized economy

Understanding the world of work through mass production

Occupations related to the manufacturing industries

Occupations related to business and trade

After completing these two units, the students are cycled through the industrial arts shops, the home economics rooms, the business education facilities, the science laboratories and other curriculum areas which may serve the purpose. In each of these curriculum areas he would have the opportunity to manipulate the tools and equipment, so that he could understand his abilities and likes in each of the courses. His stay in each of these areas would be of two or three weeks' duration.

At the end of the year the final unit would be of approximately two weeks' duration. During this time the student would openly discuss those courses which he feels will be of benefit to him and in which he feels comfortable and stands a significant chance of success.

During the entire year speakers in various fields of endeavor would be brought into the school to speak and to discuss their area of employment. Also, planned trips would be taken by one or more students to see various job operations in occupations of their particular interest. Days out of school for the purpose of following someone employed on a specific job would be arranged for the student. Job opportunities after school and on week-ends

in those occupations open to this age group would also be sought so that students might have real experiences. In our present pilot districts we have schools which have instituted this program at the 8th, 9th, and 10th grade level.

Those youth who have participated in this program derive several benefits:

1. It provides the student with an opportunity to learn about himself, his weaknesses and his strong points.
2. He develops an understanding of our economic system and how it operates.
3. By combining job information with practical manipulative exploration, an awareness is developed of long range educational needs with the side benefits of improved scholarship and school participation.
4. It offers him an opportunity to explore and to get experience in several occupational areas which may lead to future paths for education and training, and
5. It provides contact with possible employers.

These students can be identified early by their lack of academic success, their dis-interest in school and schooling, their test scores, both verbal and non-verbal, and in many instances their minor infractions of the rules of the school. Programs for these people have in the past been arbitrarily designed with rarely any attention being given to future academic and employment success possibilities. With this type of youth it is "Education at the Crossroads," to borrow a phrase from Maritain. A road wisely chosen can lead to success and fulfillment. When we consider that over three million young workers a year will enter the labor market, the problem is staggering. These youth will need more understanding, more training, and more education. They need

more and better individual counseling. They need hand-tailored programs that meet each student's needs. No longer can the educative process be fractionated. Every course in a student's program must be a vital part of the whole student's development, potential, and objective. Perhaps in this way we can motivate and instill a feeling of self-confidence and self-worth in young people, which will enhance their desire to stay in school.

The touch stone to developing this type of program is flexibility in class size, flexibility in scheduling, and flexibility in adaptability of teachers. Evidence has been built up which indicates that class size is best determined by the nature of what is being taught, the level of ability of those being taught, the attitude of those being taught and of those teaching, the competence of those doing theteaching, and the adequacy of the physical environment. In special situations such as this, where we may be dealing with the unmotivated, the underachiever, and the low ability student, the ratio of teacher to pupils should be maintained at its lowest possible point so as to provide for individual instruction and attention. Teachers chosen to teach these students must have an affinity for them with understanding and empathy, yet be capable of meeting their unique instructional needs. Those who are instrumental in guiding these students must understand both the student and the world of work. Teachers involved in the Introduction to Vocations program should:

Be experienced in the world of work,

Have proven competency in their field,

Understand the stages of growth and development, and

Have an advanced viewpoint about the subject being taught

The Introduction to Vocations program seeks sustained effort - new and challenging methods and provisions to enable youth to become participants in the educational process. We should provide youth in the Introduction to

Vocations Program with an understanding of occupational information and with experiences which will enable them to transfer these understandings and experiences to several aspects of living. The common elements in various job areas must be pointed out and reinforced. Introduction to Vocations should be a program for the here and now with profound implications for the future.

We are fully aware that changing curriculum patterns is like moving a cemetery. However, we have done so and we believe you can also.

In a complex industrial society such as ours there may be numerous approaches. The program presented is for study and consideration. It is realized that to institute a plan of this sort requires time and money. It cannot be accomplished within the framework of one curriculum area nor can it have much effect if its foundation rests upon watered down academic courses. Nor does the mere title, employment-bound, which has been used for many years, imply that all within this group are receiving proper help. Nor should it be planned that compartmentalization labels be attached to groups of students. In a school which serves all groups, curriculum lines should depend only upon the student's ability to meet success. Strategy for developing a program of this nature must involve not only the entire school personnel, but also citizens of the community, State Department of Education specialists, and leaders representing the broad spectrum of occupations. By pooling the knowledges possessed by these people and the information gained from those schools which are involved in similar programs and experimental studies, successful programs of Introduction to Vocations will be developed.

We have seen young people in these programs gain renewed interest in schooling, broaden their base of occupational knowledge, deepen their understanding of the world of work, and learn to use their potential strengths.

We believe these programs offer students an opportunity to increase the success factor in school - and hopefully their future life's work. We not only believe this but have seen evidence to substantiate it. These programs can be successful only if we seek and strive and fight to provide each student with the kind of education and training which will unlock his own unique potentials and maximize his capacities.

Mr. Keppel, our former Commissioner of Health, Education and Welfare has said, "Education must make good on the concept that no child within our society is either unteachable or unreachable - that whenever a child appears at the doors of our schools he presents a direct challenge to us and to all our abilities... For educators, the question is not the environment that children bring to the school from the outside, but the environment the school provides from the inside." What kind of environment are you providing?

APPENDIX F.

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
TRENTON 08625

"VOCATIONS AVAILABLE THROUGH HORTICULTURE"
(types of positions involved; salary (and educational potentials in each category)

by

Dr. R. J. Seibert, Director
Longwood Gardens
Kennett Square, Pennsylvania

for the

Introduction to Vocations Institute
Longwood Gardens
Kennett Square, Pennsylvania
May 9 and 10, 1967

Good morning ladies and gentlemen. I would like to welcome you, each and every one, to Longwood Gardens and especially encourage you to have your classes arrange for guided tours here at Longwood Gardens when the opportunity arises and you can work it into your curriculum and your schedule. We are equipped, at least fairly well equipped, to handle classes coming to Longwood Gardens if you will prearrange for these tours. Before giving you some discussion on Longwood, I think it is appropriate to show you our film on Longwood Gardens called the "Living Gardens of Longwood." This was filmed here, of course, by our own photographer; and if you are looking for occupations, this is an excellent one. We have a full-time staff photographer who does nothing but take pictures of the beautiful flowers and a few other incidental jobs of course. This film has been taken over quite a number of years. About a year ago we put it together. We had to have some outside help for the script and in editing and putting it together. I do hope you will enjoy the film, "The Living Gardens of Longwood."

FILM

For those of you who have arrived a little late, I want to welcome each and every one of you to Longwood Gardens and I hope that your conference will be a pleasant and fruitful one. We hope we might stimulate a bit of encouragement in the field of gardening and horticulture so that you might bring an interest in that field to the students a little bit earlier in their lives. I think that most of us, or many of us, being born and raised in cities in metropolitan areas have a tendency to forget that there are such backgrounds as agricultural, farm and gardening. So, as we see it, many students coming here on tour are not aware of such fields as vegetable gardening; some of them don't even know where the vegetables come from, and certainly they are not thoroughly aware of the possibilities in the broad field

of agriculture and horticulture. The Longwood Foundation states in its charter that Longwood Gardens shall be a horticultural display for the benefit, enjoyment and education of the public. To carry out these objectives we have a thousand acres of land, much of which has potential for future development either in the form of planting trees, park-like planting or gardening. We also have a staff of approximately two hundred and five permanent employees. In addition to that, we have twenty more people who are on part-time duty to serve as tour guides and who serve as part-time personnel in our information center and sales clerks in the information center.

Before I really get into the details of our positions here at Longwood and some of the opportunities in gardening, I would like to call your attention to an organization known as the National Junior Horticultural Association. The National Junior Horticultural Association has its headquarters at P.O. Box 603, North Amhurst, Massachusetts, 01059. This organization, in a sense, is perhaps something like 4-H, or Boy Scouts or Girl Scouts, but this organization devotes its most exclusive efforts to encouraging young people to become interested in the field of horticulture. They carry on projects throughout the year and have a convention each year. The coming convention, which will be the 33rd annual convention, is to be held in New York City from December 3-7, 1967. Some of you may have known this organization formerly as the National Junior Vegetables Growers. Their latest newsletter of April has quite a bit to do about gardening and horticulture in its training as a vocational and professional field. I would like to quote a few lines from it. "Horticulture is one of the most rapidly developing industries in the world. In the United States, the horticultural industry constitutes 14 billion dollar annual business.

Horticultural food crops comprise 35% of your diet and my diet. Horticulture is the Nation's number one hobby. Home gardeners spend over 4 billion dollars a year on plants and supplies to beautify their grounds, and this figure is expanding each year."

Scientifically, we have barely begun to explore the ways in which we can control plants to meet our needs. Aesthetically, we are far behind other countries of the world. There is a place for young people in this fast-growing profession of horticulture. There are not enough trained people to fill the jobs now available in almost every field of horticulture. With an expanding population and an increased amount of leisure time, the horticulture industry will continue to grow. New discoveries in science, business and technology will demand the development of a highly trained group of young people capable of performing technical jobs and management. The new field of suburban horticulture is demanding qualified managers for garden stores, journalists for newspapers and magazines and teaching personnel. The rapid increase in suburban population and the attendant desire for home beautification has intensified the need for ambitious, industrious and intelligent horticulturalist. The average salary for students receiving a B.S. degree in Agriculture from Purdue University in June will be $7,100, the top salary will probably be $10,000, with the low of approximately $4,800, but these are starting salaries. There have been no major difference in the salaries of students majoring in agricultural economics versus horticulture or agronomy versus horticulture in recent years at Purdue. In other words, companies pay for the quality of the individual and not for the degree. There are many opportunities in horticulture for young people who invest themselves truly in a college education.

This quote comes from Dr. Leslie Hackins of Purdue University in the

Department of Horticulture. It states that "in the field of horticulture, there are not enough trained personnel." We are finding this true here at Longwood Gardens. I think this has happened in all fields since the Viet Nam situation. This area was formerly, and until recently, really a farming community. We had plenty of young lads who came in out of high school who perhaps did not want to go into the commercial rose growing field of which there is a large industry in this area or raising carnations or snapdragons in greenhouses. Perhaps they did not want to go into the mushroom industry which is another large horticulture industry in this area. But somehow or other they wanted to stay with plants; they wanted to stay close to nature and so we had a preponderance of applications from people who wanted to go into gardening; who wanted to work at Longwood; who wanted to grow plants and be a part of this great display. This is not true today. We have to go further and further afield for our people and furthermore we have to get people who are more highly trained at almost the college or associate degree level because they do not have the farm background. Now there is something that has to substitute for this farm background in horticulture and gardening. It is a long training process; it is one that does not happen overnight. You cannot put a boy at a drill press for instance and in fifteen minutes teach him all about the job. To be a gardener you have to have many skills and a great deal of, what up until now has been inherent knowledge or something that he has picked up as a child. You have got to know something about soils, climates and fertilizers. You almost have to be a chemist or you will be poisoned not only by some of the fertilizers but also by the insecticides and fungicides. By the time a man or a woman has qualified to adequately take care of your garden at home, he or she already has to be a pretty well trained person, and in many respects, he or she has to be trained better

than a truck driver. Now in England, when you compare salaries, you always find that a good gardener makes about as much as a truck or a lorey driver makes. But in recent years this has not been true in America. The gardener sits in the bottom of the heap, but he is coming up. His knowledge and his skills are becoming more recognized, especially as the number of gardeners or available gardeners decrease. This, I think, is the crux of the whole thing. At long last gardening and horticulture is going to be recognized on equal footing with many of the other professions and specialties.

Let us see what the Newsletter of the National Junior Horticultural Association has to say. "When thinking about a career with potential, consider horticulture. Occupational and guidance counselors indicate that today's high school students may select from over 40,000 different types of jobs." I suppose that this will come in the conference today. Every contributing citizen eventually chooses a vocation in which he can support himself and his family. Of course, we are all beginning to realize that even gardeners have families to support and, therefore, if we are going to have them, and this country cannot do without the field of horticulture, we have to bring the salary level up. Thorough investigation of various jobs at an early age may save time, energy and money at a later time. The field of horticulture offers many diverse opportunities for people interested in plants, aesthetics and food production. The demand for competent people in all horticultural fields far exceeds the supply. Here we have another article in the same journal that reiterates this fact. "Opportunities today and in the foreseeable future appear almost unlimited. Many attractive positions are available in fruit growing, vegetable production, flower raising, ornamentals, lawn care, landscape designing, and turf management.

Increases in population, the number of homes and amounts of leisure time open up new vistas for young people interested in plant science and related fields. Recent attention to the areas of natural beauty and conservation has broadened our horizons in preserving and maintaining the beauty of the country side. Many improvement projects being conducted by youth and adult groups require the consultant services of horticulture specialists. As their efforts increase in scope and intensity, there will be many vocational positions for persons interested in large-scale programs. Participation in the National Junior Horticultural Association program provides a unique channel to explore various avenues in the horticulture field projects; in production and marketing, demonstration, judging, and identification and achievement offers career-related events. The experimental horticulture project is especially applicable because it is designed to help youth conduct scientific experiences. The results of these experiences helped in forming a more sound basis for making decisions."

Each Annual National Junior Horticultural Association Convention has a section in careers program and will have one in the New York Convention in December. So, it would be well for someone to be there as a representative. The careers program at each Annual National Junior Horticultural Association Convention features authorative speakers in the horticultural industry. Associating with these representatives offers an additional exposure to information on job possibilities. These contacts are particularly valuable in obtaining current facts on job openings, location and approximate salary. "Making a final decision on a life's career is not easy, but neither is it impossible. Participation in the National Junior Horticultural Association can serve as a vital exploratory vehicle in the journey of making a wise decision." This is from Russell W. Smith who is one of the National

Horticultural Association Foundation Trustees in Washington, D.C. I sound like I am a member of this, I am sorry to say this organization does not even subscribe to it, but we are considering and will shortly be making a contribution to this organization.

I am sure you are primarily interested in having this group get the young people in the grade and high schools interested, if possible, or at least aware of the opportunities in horticulture. Now whether these young people drop out or whether they go on to the universities makes little difference really except to the salary potential to the individual. There are plenty of opportunities in gardening and horticulture even for the high school drop-out. We have quite a number of high school dropouts here. I am thinking of one who was a little wild in his younger day, who has been inspired to go on and finish his high school diploma at night school and he is working out very well. As a matter of fact, he is very much interested now in continuing at night school and even working towards an additional education in the gardening field, and this, of course, can be done either at some of our high schools or at some of our local universities. I would now like to go through some of our positions available here.

We have several categories as gardeners. Of course, at Longwood Gardens the backbone of our organizations is the gardener. This is the person who grows the plants, and his main objective is to grow beautiful, perfect plants. Then those plants, in turn, are placed in the display. The displays are made up of a unit, and the grower of the individual plant is really the backbone here. Now, in spite of the fact that this is a highly technical situation, the college graduate is normally not interested in that job. So it must be a person who has not climbed up the ladder of education to high or to far. This person's great joy in life is to grow a group of perfect looking plants. This is the height of his ambition and, if he has done that he gets

patted on the back by every 9,000,000 visitors that come to Longwood Gardens. Time and time again surveys have proved that it is not necessarily the money that leads to happiness in one's job, but it is the satisfaction that one gets out of the job and the praise and recognition that one gets out doing that job well. So here is an opportunity, I think, for people who for one reason or another, have not been able to complete their high school education; whether they be dropouts or whether there are other reasons. But don't forget, please don't forget gardening as a possibility, and anyone who appears to you to be interested in nature, the outdoors or plant life particularly, I think should be encouraged to get a summer job with a landscape organization or a landscape maintenance crew.

I mentioned the term "maintenance." I said that the backbone of our organization here was the grower but almost as important, every bit as important is the maintenance, not only of the plants or the displays but of the entire physical plant. One of the things that makes Longwood Gardens appreciated by the visiting public is the high level of maintenance which is exercised. We hire a great many extra people just to be sure that our lawns are properly trimmed and the edges along the walks are properly maintained and that, at least, most of the kleenex and gum wrappers are picked up most of the time. This is what goes into making a display a perfection to look at. So don't forget the field of maintenance. Even your own home reflects the value of maintenance. What happens when your refrigerator or electric iron goes out? Unless you can fix it yourself, you are almost lost in this day and age and sometimes it is cheaper to go out and buy a new appliance than it is to have it fixed. I think before long the highest paid people in the modern computer field are going to be the maintenance people, and not the people who keep these fool machines

going. They are the ones that we have got to have, otherwise we are lost. I mentioned that we had several categories of gardeners; out gardeners or people who we start as gardeners may be called garden labor or garden maintenance and their starting salary is $315 per month. If they have any kind of experience at all, and depending upon that experience, they may go up to about $460 per month. This is quite a spread, but in that area there is quite a large range of experience and knowledge. After they have worked through or part way through this and have gained a certain amount of confidence, we can even call them a senior gardener. That category starts at $420 and goes to $550 per month. Remember, these are our present ranges and they are subject to change rather rapidly as time goes on. When a gardener is pretty well accomplished and has gained quite an amount of reliability and is able to take care of an area or a group, we finally work him up to what is called a "section head." He is in charge of a certain section; whether it be growing or display -- a group of plants or an area within the gardens -- and his starting salary may be $446 and go up to $590 per month. Well, we are now getting up to where we are beginning to become comparable with some of the other fields including industry. There exists a great deal of room for advancement for anyone who has dropped out of high school. If these people have the willingness and ability and the knack of gardening, they can and have certainly demonstrated here an opportunity to work right up the latter.

Beyond that we have some foremen, for instance, who start at $588 and go as high as $809 per month. There is a considerable spread here and we have to sometimes go outside to get a replacement. But we like, not only theoretically but practically, to fill as many positions as we can from within our organization. Sometimes this is not possible. We just recently

had a position for a Geneticist, a plant breeder. This man has been with us for about six years and we are starting a new graduate program in conjunction with the University of Delaware. This man was practical, well adapted, and it appeared advisable that this person take over the coordinatorship of this joint program and to do this he had to join the University of Delaware staff which meant we lost one of our very good professional people. So, we had to go out and get a new Geneticist who had just arrived the day before at the University of Illinois. From the foremen level we have a supervision level. We have categories in the special field of Floriculture and Horticulture. The man who is in charge of our Horticulture Department is actually the Assistant Director, directly under my jurisdiction.
So these fields are listed salary wise. We have gardeners, a plant recorder, secretaries, private secretaries, stenographers, clerks and security guards. We have a man who devotes a great deal of his time just to making labels for the plants. We have a tour coordinator; a person who coordinates all the tours that come along with gardening. These people have to be trained so that the information they impart is at least reasonably accurate and at least understandable by the general public. We also have a librarian. We do have a Horticulture Library which services staff and our employees and also the students that we have here. We have a Horticulturist and a Chief Horticulturist who maintain the trees. These are rather high technical positions and, in addition to that, they have to be rather proficient in climbing as well as knowing something about tree diseases and how to handle insecticides and fungicides. We also have security here; men whose major job is to see that the public is assisted and to help with the traffic control, to answer questions, to help with first aid, and on very rare occasions, help keep somebody in line. We do have a few that get out of

line but not very many. I mentioned the plant recorder who keeps all of the records of our plant material growing here, where the plants originate, where they come from, everything about their flower color, how to propagate them, and so on down the line; even to where they are planted in the garden. All this information has to be kept. We have a landscape foreman who takes care of the landscape work; we have a foreman for the flower garden; we have a foreman for the nursery; we have several people who work exclusively in the nursery and we have people who work in our experimental greenhouse. These people have a wonderful experience in learning a great deal about a great many plants. I mentioned the greenhouse foreman, floriculturist, taxonomist, the horticulturist, and the assistant director and that pretty well makes up just the horticulture department. We do have a Director and he has a secretary, and he has been talking to you long and loud; but we have for instance our business administration department under whose wings comes the PBX operator. We have several operators who operate the switchboard. In the information department, we have some sales personnel. We also have a mailman who has to get communications back and forth to the departments and to the different people. We have an accountant and, of course, that department has a secretary; and they have a chief accountant, and an assistant business administrator. There is also a manager for the information center. Now another one of our large departments in size with the horticulture department is the maintenance department.

We are not only a horticulture institution because we have many things going on i.. horticulture. We have fountains, electric fountains, we have an open air theater, we have about 60 homes rented out to the employees. We do practically all our own maintenance and construction, therefore, we have a labor force. We have equipment operators. We have building maintenance

people, janitors, boiler operators, equipment machines, painters, general service foremen, masons, carpenters, OBR & I (Oil Burner Refrigeration), mechanics, plumbers, secretaries, project coordinators for all of our new products, maintenance and construction projects. We have electricians, craft painters, paint foremen, garage and equipment foremen, carpenter foremen, mason foremen, and that oil burner and refrigeration foremen, boiler room foremen, electrician foremen, superintendent of maintenance, all of these positions are kept quite in line with the general conditions in our community. If there are any questions in the last few minutes, I will try to answer some of them.

Question: "Do you have many opportunities for girls?"

Answer: We have our librarian, a woman, and she has an assistant, all of our secretaries and most of our clerks are women. Our accountant and chief accountant are women. We also have an educational supervisor who is a lady.

Question: "Are women employed as summer help?"

Answer: We, in our summer program, have not had too many. One of the reasons is that this is a distracting influence to the public. I would like to make a prediction that if things continue the way they are going, in the next 10 years there will be a great opportunity for women in the field of horticulture. We now see more young ladies taking horticulture as a field in the universities.

Question: "You said gardeners aim at growing perfect plants. What becomes of plants that are considered imperfect?"

Answer: The imperfect plants do not have much of a chance. I guess we exercise the law of "survival of the fittest" because those are weeded out or rotted out in the process of growing and they end up

in our compose pile.

Question: "Are artificial plants used in the Gardens?"

Answer: I am sure they are. I cannot remember where but they are not on display. As long as I am here and as long as I have anything to do with it, Longwood Gardens will always feature live, living plant materials.

Question: "Is the use of artificial plants becoming increasingly prominent today?"

Answer: The artificial plant has become a part of every florist shop today, whether it is going to grow or whether it is going to go the other way, who knows? We hope it does not stay but it is here and after all, it is really much easier every morning going and dusting that plant off than it is pruning, fertilizing and watering it.

Question: "Does Longwood Gardens conduct any education courses?"

Answer: We conduct, almost every year, one or two courses in flower arranging. One is an elementary course, one is more advanced. This is to our Adult Education Program or our short courses program. In addition, we sometimes have dried arrangement courses.

APPENDIX H.

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
TRENTON 08625

LONGWOOD GARDENS INSTITUTE
PARTICIPANTS

Stephen G. Achaves
Director of Guidance
Edison Twsp. High School
Colton and Old Post Road
Edison, New Jersey

John H. Althouse
Coordinator of Guidance and
Curriculum
Abington High School, South Campus
Abington, Penna.

Charles Belanger
Guidance Director
Dr. Cleary Jr. High School
Minotola, New Jersey

Louis H. Benzell, Director
Project GROW
Board of Cooperative Educational
Services
Albany, New York

Mrs. Margaret Bishop, Chairman
Home Economics Department
Pt. Pleasant Boro High School
Laura Herbert Drive
Pt. Pleasant Boro, New Jersey

Herbert Bolger Jr., Counselor
Altoona Area Vocational-Technical
School
Altoona, Penna.

John Brophy
New York State Education Department
Bureau of Business Education
Albany, New York 12224

Phillip Bruno
Guidance Counselor
Rahway Jr. High School
Rahway, New Jersey

Howard Caldwell
STEP Coordinator
Medina High School
Catherine Street
Medina, New York

Daniel A. Clark, Coordinator
Vocational - Technical Education
Altoona Area Vocational-Technical School
Altoona, Penna.

Joe R. Clary (Dr.)
Asst. Professor of Education
North Carolina State University
204 A Tompkins Hall
School of Education
Raleigh, North Carolina

Mrs . Margeret Clinch, Counselor
Springer Junior High School
Wilmington, Delaware

Prof. Veeder Colangelo
Industrial Education
New York University
N.Y.C. Regional Teacher Education Center
227 East Ninth Street
New York, New York

Walter L. Cox, Jr.
Teacher Trainer
Introduction to Vocations
North Carolina State University
Raleigh, North Carolina

Amos V. Cunningham
Director of Guidance
Solanco School District
Route 1
Quarryville, Penna.

Frank W. DeWitt
Guidance Counselor
Towanda Area High School
Towanda, Penna.

Melvin Eremic
Guidance Counselor
Penn Hills High School
12200 Garland Drive
Pittsburgh, Penna. 15235

Margaret Esterly, Coordinator
Introduction to Vocations
Conackamack Jr. High School
Piscataway, New Jersey

Roger C. Fisher
421 West 6th Street
Laurel, Delaware

Mrs. Virginia Forneron, Principal
Triton Regional High School
Schubert Avenue
Runnemede, New Jersey

George Garfield
Guidance Counselor
Westminister Jr. High School
240 Shenley Drive
Erie, Penna. 16505

Patricia Gaynor, Coordinator
Introduction to Vocations
Burnet Jr. High School
Union, New Jersey

Mrs. Rose Gibson
Guidance Counselor
Churchill Area High School
2550 Greensburg Pike
Pittsburgh, Penna

Mrs. Thelma Goode
Guidance Director
Trenton Junior #5
Trenton, New Jersey

Robert Gourlay
Guidance Counselor
Clarence Central High School
Clarence, New York

Mrs. Irma Hammon
Introduction to Vocations Teacher
Tabor City High School
Tabor City, North Carolina

G. Earl Hay, Supervisor
Vocational Curriculum
New York State Education Dept.
Albany, New York

Mrs. Rebecca Hayman
Introduction to Vocations Teacher
South Stanly School
Route 1
Norwood, North Carolina

Donald R. Hoak
Director of Occupational Education
RD #2
Middletown, New York

John L. Huffman, Jr.
Asst. State Supervisor
Introduction to Vocations
Room 445, Education Building
Raleigh, North Carolina 27602

Herbert H. Hurst, Department Chairman
Industrial Arts
Mt. Pleasant Special School District
Duncan Road
Wilmington, Delaware

Robert Hylbert
812 East Market Street
Georgetown, Delaware

William S. Jelin
Guidance Counselor
New Brunswick Jr. High School
216 Livingston Avenue
New Brunswick, New Jersey

John S. Jones, Coordinator
Introduction to Vocations
Shore Regional High School
West Long Branch, New Jersey

Archie Jordan, Principal
Caesar Rodney High School
Camden, Delaware

Thomas Kendig
Education Evaluation Adviser
Department of Public Instruction
Harrisburg, Penna.

D. E. Koble, Director
Secondary Education
Department of Public Instruction
Dover, Delaware

John R. Kotula
Box 185
Frankford, Delaware

Miss Carolyn M. Kratz, Area Supv.
Home Economics Education
County Superintendent's Office
Room 2
Dauphin County Court House
Harrisburg, Penna.

Mrs. Angelina Kurek
Supervisor of Guidance
School #7
Tremley Point Road
Linden Public Schools
Linden, New Jersey 07036

Loretta Lazarczcyk
Guidance Counselor
Alexis I. duPont Middle School
Kennett Pike
Wilmington, Delaware

John McCormick
2039 Lehigh Station Road
Henrietta, New York

Irving Mahl, Coordinator
Work Study Program
John Jay High School
Katonah, New York

Phillip Malloy
Social Studies Teacher
Hunterdon Central High School
Flemington, New Jersey

Richard F. Manes
STEP Coordinator
Roosevelt Jr.-Sr. High School
Wagner Avenue
Roosevelt, New York

Mrs. Elizabeth L. Marks
Counselor
Bethel Park Sr. High School
Bethel Park, Penna.

Mrs. Eleanore Martin, Director
Pupil Personnel Services
Brick Twsp. High School
Chambers Bridge Road
Brick Town, New Jersey

James J. Minnich
Guidance Counselor
Gunning Beaford High School
Delaware City, Delaware 19706

Joseph Murabito
Industrial Arts
Leures High School
Leures, Delaware 19958

G. William Murphy
Supervisor of Guidance
Department of Public Instruction
Dover, Delaware 19901

J. Richard Murr, Coordinator
Pupil Services
Lancaster County Vocational-Technical School
515 Kissel Hill Road
Lititz, Penna.

Mrs. Ruth Norman
Guidance Counselor
Brandywine High School
Wilmington, Delaware 19808

Dr. Harold L. Noakes
Bureau of Agriculture Education
State Education Department
Albany, New York 12224

Thomas A. Obrzut, Coordinator
Introduction to Vocations
Orange High School
Orange, New Jersey

Frank X. Pepper, Teacher
Palmyra High School
Weart Blvd.
Palmyra, New Jersey

Allen H. Platt, Assistant Director
Vocational Guidance Services
Philadelphia School District
Room 705, Administration Bldg.
21st and Parkway
Philadelphia, Penna. 19103

Elmore E. Pogar, Director
Pupil Personnel Services
Abington School District
Abington, Penna.

Miss Janet Popp, Associate
Bureau of Home Economics Education
State Education Department
Albany, New York

Charles Pulcrano, Counselor
Introduction to Vocations Coord.
Franklin High School
Francis Street
Somerset, New Jersey

Edward F. Quinn, Jr.
Guidance Director
Milford High School
Lakeview Avenue
Milford, Delaware 19963

Phillip Reggin
Guidance Counselor
Dover Sr. High School
Walker Road
Dover, Delaware

Harris W. Reynolds
Department of Public Instruction
Education Evaluation Adviser
Harrisburg, Penna.

Richard C. Rhodes, Coordinator
Department of Public Instruction
Division of Testing
Harrisburg, Penna.

Mrs. Gar Richardson
Director of Guidance
General McLane High School
Edinboro, Penna.

Robert Richter
Vocational Counselor
Seaford Senior High School
Seaford, L.I. New York

Warren L. Robst
Vocational Counselor
Abraham Clark High School
Roselle, New Jersey

Joseph I. Rubin
2754 North 46th Street
Philadelphia, Penna. 19131

Rita Ryan
Guidance Counselor
Caesar Rodney High School
Camden, Delaware

Charles Savitzky, Project Director
STEP
New York City Board of Education
110 Livingston Street
Brooklyn, New York

Shirley H. Schell
827 Lehigh Road
Newark, Delaware

George Schmid
STEP Coordinator
Port Byron Central High School
Port Byron, New York

Louis J. Scuteri
Guidance Counselor
Glen Cove High School
Dosoris Lane
Glen Cove, New York

James Sebaste, Assistant Supt.
Vocational Education
Rochester City School District
13 Fitzhugh Street, South
Rochester, New York

Mrs. Alyce White Shay
Area Home Economics Supervisor
Chester County Public Schools
Market and New Streets
West Chester, Penna 19380

Edward D. Smith, Coordinator
Division of Vocational Guidance
Bureau of Guidance Services
Department of Public Instruction
Harrisburg, Penna. 17126

Mary Steffenberg
Brandywine Springs Jr. High School
2916 Duncan Road
Wilmington, Delaware 19808

Harry Stephan, Director
New Castle County Vocational-Technical
School
New Castle, Delaware

Tommie N. Stephens
State Supervisor
Introduction to Vocations
Room 445, Education Bldg.
Raleigh, North Carolina

Herman Stovall
STEP Coordinator/Teacher
Spring Valley Junior High School
Spring Valley, New York